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| Module 3 Lesson Plan Cover Sheet | |
| Standard & brief description | APR.3 (6-3) ZERO PRODUCT PROPERTY |
| Group Members | Norman  Lucy  Armando  Jeuel  Guadalupe |
| Lesson Dates & Learning Goals | 12/9 Be able to explain what the Zero Product Property (ZPP) allows you to do.  12/10 Be able to apply the ZPP to find the zeros (roots, x-intercepts, solutions..etc.) of a quadratic.  12/11 Be able to use the zeros found and the vertex to construct a rough graph of a quadratic. |
| Roles & Responsibilities for each group member | Introduction : Norman  Activity : Jeuel  Homework : Luz  PPT: Armando  Class work : Guadalupe |

**Module 1-Lesson Plan Template**

Standard (with brief description): Be able to explain what the Zero Product Property (ZPP) allows you to do.

1. Learning Goal(s):

**Be able to explain what the Zero Product Property (ZPP) allows you to do.**

1. Describe each person’s role(s) and their responsibilities:

**Norman: Introduce standard and explain its content**

**Armando: Visualization of standards**

**Luz: Homework**

**Guadalupe: Class work**

**Jeuel:Provide activities to do in class**

1. Preparation required and materials needed (what copies should I make…etc.):

**Worksheets**

1. Describe what you want every student to be able to:
   1. Do after your lesson:

**Show visual and explain zero product property**

* 1. Understand after your lesson:

**Understand that equations can = to 0**

* 1. Talk about after your lesson:

**Zero product property**

1. Procedure:
   1. Explain what the “Do Now” will be and describe why it is important for every student to do (Every student MUST write the learning goals in their notebooks and fill out the HW Logs every day):

**Explain what you already know about the zero product property. 5 mins**

* 1. Lesson Option
     1. Describe how you will communicate the learning goal:

**On the power point**

* + 1. Create a template of what will be included in the notes and how you will prepare to teach/answer any questions:
       1. Key Points:
* Zero product property
* Finding the vertex
* Construct a sketch
* Factoring quadratics
  + - 1. Formulas:
* (some expression) = 0
  + - 1. Examples/walk through a problem:
* x^2+2x-3= 0
* (x+3) (x-1) = 0
* x+3= 0 or x-1=0
* x= -3 x= -1
  + 1. Describe how you will provide an opportunity for every student to practice and experience success.

We will hand out and have problems on the board for students to practice and show their understanding on zero product property.

* + 1. Describe how you know that your lesson will be effective

Through detailed explanations backed up with problems to solve.

* 1. Assessment (attach the created assessment, with the answer key to the lesson plan submitted):
     1. Describe the assessment created
     2. Outline how it will be introduced

Our assessment will be introduced at the beginning of the week, this way the students are prepared for what’s going to come once the lessons are completed. Given them a chance to foucus their notes on what will come

* + 1. Explain how it will be graded

The assessment is mainly to show how the student has learned the information personally.

* + 1. Describe how the results of the assessment will be used to inform the next lesson or practice before the test

If there is a particular problem that many people get wrong, it will help us see what we have to go over for the next lesson plan. If everyone does a good job on all the problems that will help us know that they understand the concepts.

* + 1. Include a description of why the assessment is effective

The assessment is effective because it will help with improvement over time which can help the whole class succeed in the assignment in the end course.

* 1. Describe what the homework will be and why it is important to practice the skills (attach the hw to the lesson plan):

The homework will be about what the zero product property is. It is important to know what this is because they need to know to review this standard.

* 1. Explain how you will communicate what the homework is:

Just show what the homework, have 1 for exit ticket.

* 1. Describe how you will use the practice test to help every student prepare to demonstrate their understanding.

Modify the questions so that they are similar. Students should be able to complete the problems regardless if the numbers change.

* 1. Describe any confusing parts of your lesson and list all questions that you anticipate receiving
     1. Confusing parts: graphing and factoring
     2. Anticipated questions: How does this apply this to real life?

How do you graph?

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| Student Name: Lucy | | | | | |
| Peer-Evaluated Individual Rubric | Score: | | | | Notes: |
| Day 1:---Role/responsibility #1: Teaching APR.3 ZPP  Role/responsibility #2: communicate Homework  Role/responsibility #3: correct Homework | 1  1  1 | 2  2  2 | 3  3  3 | 4  4  4 |  |
| Day 2:--- Role/responsibility #1: Teaching APR.3 ZPP  Role/responsibility #2: communicate Homework  Role/responsibility #3: correct Homework | 1  1  1 | 2  2  2 | 3  3  3 | 4  4  4 |  |
| Day 3:-- Role/responsibility #1: Teaching APR.3 ZPP  Role/responsibility #2: communicate Homework  Role/responsibility #3: correct Homework | 1  1  1 | 2  2  2 | 3  3  3 | 4  4  4 |  |

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| Student Name: Norman | | | | | |
| Peer-Evaluated Individual Rubric | Score: | | | | Notes: |
| Day 1:---Role/responsibility #1: Teaching APR.3 ZPP  Role/responsibility #2: Do now  Role/responsibility #3: Explaining Zero Product Property | 1  1  1 | 2  2  2 | 3  3  3 | 4  4  4 |  |
| Day 2:---Role/responsibility #1: Applying ZPP into equations  Role/responsibility #2: Do now  Role/responsibility #3: Solving problems step by step | 1  1  1 | 2  2  2 | 3  3  3 | 4  4  4 |  |
| Day 3:-- Role/responsibility #1: Explain ZPP  Role/responsibility #2: Do now  Role/responsibility #3: Find vertex + construct graph | 1  1  1 | 2  2  2 | 3  3  3 | 4  4  4 |  |

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| Student Name: Armando | | | | | |
| Peer-Evaluated Individual Rubric | Score: | | | | Notes: |
| Day 1:---Role/responsibility #1: Teaching APR.3 ZPP  Role/responsibility #2: preparing power point  Role/responsibility #3: Presenting power point | 1  1  1 | 2  2  2 | 3  3  3 | 4  4  4 |  |
| Day 2:--- Role/responsibility #1: Teaching APR.3 ZPP  Role/responsibility #2: preparing power point  Role/responsibility #3: Presenting power point | 1  1  1 | 2  2  2 | 3  3  3 | 4  4  4 |  |
| Day 3:-- Role/responsibility #1: Teaching APR.3 ZPP  Role/responsibility #2: preparing power point  Role/responsibility #3: Presenting power point | 1  1  1 | 2  2  2 | 3  3  3 | 4  4  4 |  |

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| Student Name: Guadalupe | | | | | |
| Peer-Evaluated Individual Rubric | Score: | | | | Notes: |
| Day 1:---Role/responsibility #1: Teaching APR.3 ZPP  Role/responsibility #2: Class notes  Role/responsibility #3: Clarification | 1  1  1 | 2  2  2 | 3  3  3 | 4  4  4 |  |
| Day 2:--- Role/responsibility #1: Teaching APR.3 ZPP  Role/responsibility #2: Class notes  Role/responsibility #3: Clarification | 1  1  1 | 2  2  2 | 3  3  3 | 4  4  4 |  |
| Day 3:-- Role/responsibility #1: Teaching APR.3 ZPP  Role/responsibility #2: Class notes  Role/responsibility #3: Clarification | 1  1  1 | 2  2  2 | 3  3  3 | 4  4  4 |  |

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| Student Name: Jeuel | | | | | |
| Peer-Evaluated Individual Rubric | Score: | | | | Notes: |
| Day 1:---Role/responsibility #1: Teaching APR.3 ZPP  Role/responsibility #2: Provides class activities  Role/responsibility #3: Worksheets | 1  1  1 | 2  2  2 | 3  3  3 | 4  4  4 |  |
| Day 2:--- Role/responsibility #1: Teaching APR.3 ZPP  Role/responsibility #2: Provides class activities  Role/responsibility #3: Worksheets | 1  1  1 | 2  2  2 | 3  3  3 | 4  4  4 |  |
| Day 3:-- Role/responsibility #1: Teaching APR.3 ZPP  Role/responsibility #2: Provides class activities  Role/responsibility #3: Worksheets | 1  1  1 | 2  2  2 | 3  3  3 | 4  4  4 |  |